Evidence-based Core Curriculum:

- The Core is what is available to ALL CHILDREN
- Preventative and proactive
- Includes but is not limited to:
    - Differentiated Instruction
    - Core Interventions
    - Universal Screening
    - Small, flexible groups
    - Curriculum mapping
- Data driven decisions and progress monitoring
- A secure core shows evidence that 80% of the children are successful at the core level
- The Core priority is high quality instruction that is responsive to data

What is the data telling you?

- What type of data is being collected?
- How is the data being used?
- What are the data trends?
- How are the data trends being used?
- What data are we collecting but not using?
- Do you have a Universal Screener or CBM, Curriculum Based Measurement, in place?
- Do you have some type of Progress Monitoring in place?
- Does the Progress Monitoring correspond with the Universal Screener?

Is the Core Secure?

- Is there administrative support at both the school and district level?
- Is implementation of a secure core a top priority? Is there leadership for all aspects of the core, academic, behavioral, social emotional?
- What percent of children are successful at the core level? What are the subgroups that do not seem to be successful?
- Is fidelity to the core a common practice?
- How and by whom is fidelity monitored? Who ensures fidelity, administration, teachers, both?
- Are their interventions in place at the core level?
- What are those interventions still needed at the core?
- Which interventions at the core do teachers need additional training?
- What plans are in place to ensure a secure core curriculum?
- What next?
- Has the school identified common teacher referral concerns in their schools?
    - This is where you begin to think about common interventions at the core level
    - This is where you begin looking for interventions that will meet referral data

Where to begin…

- List all interventions currently in the building and or districts
- Find out who in the building is trained to implement available interventions
- Survey the staff for any additional training the staff may have that could be used as an intervention
- Look at all available interventions and list the components of the intervention see implementation bank
- Begin to educate all teachers about the interventions currently available.

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Intervention Bank:

Intervention					
Type of intervention					
Number of times per week					
Number of minutes per day					
How to measure effectiveness					
Type of student					
Size of group					
Research type					
Fidelity list					
Trained personnel					
Tied to core					
Gen. ed. staff familiar					

- **Name of intervention – published name or name given by intervention team**
- **Type of intervention – reading, math, behavior**
- **Number of times per week - recommended number of times per week**
- **Number of minutes per week - recommended number of minutes per week**
- **Type of personnel required to implement and who on staff is trained or qualified to implement – Who should implement this intervention and do I have on staff personnel who can implement? Is someone already trained? How much training is required?**
- **How do you measure its effectiveness? – What type of measurement tool will you use to determine the effectiveness of the intervention? Does the tool of measurement match the intervention being implemented?**
- **What type of student will this help? – Are there certain children, research shows, which will benefit from this intervention?**
- **Size of group - What is the recommended size of the group, is their range depending on the intensity of the need?**
- **Research type – What type of research was done with this intervention? Does the research group parallel your student population or targeted/intensive intervention group?**
- **Fidelity list - How will you ensure that the intervention is being implemented the way it is suppose to be done? Does the intervention provide a fidelity checklist or training?**
- **Is it closely tied to the core curriculum? - Does the intervention align with what is being done in the general classroom? How closely aligned is it to the core curriculum?**
- **Is the general education staff familiar or trained? – Have you shared this intervention with the general education staff? Are there plans to have them trained? Are there components of this intervention that could become part of the core curriculum? If so, how will you share the intervention and training?**